

ACCREDITATION STANDARDS

2012 (2018 revision)

Occupational Therapist Assistant & Physiotherapist Assistant
Education Accreditation Program



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2012 ACCREDITATION STANDARDS (2018 revision)

WHAT IS NEW IN THIS REVISION?

Formatting

Font sizes have been increased and font colours have been darkened to increase legibility.

Key Indicators for all Criteria

A key indicator of compliance is the main thing you would expect to see if the criterion has been met. These are found immediately following each criterion.

Required Evidence

Required Evidence are pieces of evidence that education programs **must** provide to demonstrate compliance with the criteria in the Self-Study Report, the Report appendices, or on-site during the accreditation review.

Required Evidence has been added to the following standards and criteria:

- Standard 3: 3.4
- Standard 4: 4.1, 4.2, 4.3, 4.4
- Standard 6 OTA
- Standard 6 PTA

Addition of Explanatory Notes related to Distributed Education or Distance Learning

Explanatory Notes previously identified only within [GUIDE-08 Principles in the Accreditation of Programs Offering Distance Education](#) have been added to the following criteria:

- Standard 1: 1.5, 1.6, 1.7, 1.8
- Standard 2: 2.1, 2.2, 2.3, 2.4
- Standard 3: 3.1, 3.2, 3.4, 3.6
- Standard 4: 4.1, 4.3
- Standard 5: 5.1, 5.3

Standard 4 Diagram of Program Evaluation Cycle

A diagram has been added immediately under the Standard 4 description to provide a visual representation of the program evaluation cycle.

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INTRODUCTION

OCCUPATIONAL THERAPIST ASSISTANT & PHYSIOTHERAPIST ASSISTANT EDUCATION ACCREDITATION PROGRAM

The Occupational Therapist Assistant and Physiotherapist Assistant Education Accreditation Program (OTA & PTA EAP) is a joint initiative of the Canadian Association of Occupational Therapists (CAOT) and Physiotherapy Education Accreditation Canada (PEAC). CAOT and PEAC are independently incorporated under federal law. The mission of the CAOT is to advance excellence in occupational therapy and it is the sole accrediting agency in Canada with the mandate for accreditation of occupational therapist educational programs. The mission of PEAC is to ensure the quality of physiotherapy education in Canada through accreditation. CAOT and PEAC are committed partners in the development and management of the OTA & PTA EAP.

OTA & PTA EAP PURPOSE AND GOALS

The Occupational Therapist Assistant & Physiotherapist Assistant Education Accreditation Program's purpose is to optimize the contribution of OTAs & PTAs to the health and wellness of Canadians through the advancement of quality education.

The program has four strategic goals:

1. OTA & PTA education programs are prepared for the accreditation process.
2. Accreditation of OTA & PTA education programs in privately and publicly funded institutions.
3. Widespread understanding of the role of program accreditation to optimize the contribution of OTA & PTAs to the health and wellness of Canadians.
4. A sustainable and effective OTA & PTA EAP.

OTA & PTA EAP VALUES

In its operations, the OTA & PTA EAP adheres to the Association of Accrediting Agencies of Canada (AAAC) Guidelines for Good Practice and believes in:

Collaboration: authentically engage key stakeholders

- Engage national stakeholders in **collaborative development** of standards
- Collaborate in **constructive conflict resolution** when necessary
- Facilitate a platform of **open discussion, respectful dialogue, consensus building, and collective support for decisions**

Respect: demonstrate inclusivity and value differences and diversity at individual, program and societal levels

- Support **diversity** in Canadian society through the lens of gender, language, culture, ethnicity, geography, and religion
- Collaborate in **constructive conflict resolution** when necessary

Quality: foster continuous quality improvement and excellence

- Foster **self-reflection** and growth within the OTA & PTA profession
- Embrace **critical reflection** of its practices and policies
- **Pilot** new standards and changes, and **communicate** the results clearly and in a timely fashion
- Model **flexibility** by adapting processes and standards to changing times while upholding quality in education
- Support the **right to quality** education
- Recognize programs for **innovation** within the framework of national standards

Fairness: apply standards, policies and processes consistently and objectively at all times

- Allow opportunities for **remediation and improvement**
- Ensure **consistency** in decision making

Accountability: demonstrate responsible decision-making and resource management

- Perform its business always in an **ethical manner** that generates **trust**
- Demonstrate **honesty** in all of its dealings
- Uphold the **highest confidentiality** in its practices and processes
- Conduct business in a **fiscally responsible and accountable** manner
- Model **flexibility** by adapting processes and standards to changing times while upholding quality in education

- Offer an **appeal process** that is fair, timely and objective

Transparency: inspire confidence through openness, communication and integrity

- Create **user-friendly** and helpful written documents and resources
- Communicate **clearly and respectfully** in all written documents and verbal encounters
- Ensure **wide and transparent distribution** of publicly available materials related to the accreditation process

ACCREDITATION OVERVIEW

Accreditation is both a process and a condition related to assuring the quality of education programs. The process involves an integrated system of continuous assessment, evaluation, and improvement to comply with specified standards. The condition or state of being accredited provides a credential for the educational institution, students, and the public, affirming that a program has accepted and is fulfilling its commitment to educational quality¹. The four main functions of accreditation are to:

1. Establish standards, criteria, policies and procedures for the evaluation of occupational therapist assistant and physiotherapist assistant education programs;
2. Conduct assessments that encourage institutions to maintain and improve their programs;
3. Determine compliance with established criteria for accreditation; and
4. Provide ongoing consultation to occupational therapist assistant and physiotherapist assistant education programs.

Accreditation of Canadian occupational therapist assistant and physiotherapist assistant education programs is supported by several professional groups: 1) Physiotherapy Education Accreditation Canada (PEAC), the accreditation agency for Canadian Physiotherapy education programs; 2) the Canadian Association of Occupational Therapists (CAOT), the accreditation agency for Canadian Occupational Therapist education programs; and 3) academic programs, through the Canadian Occupational Therapist Assistant & Physiotherapist Assistant Educators Council (COPEC). These founding organizations have the following roles:

¹ Association of Specialized and Professional Accreditors (1993). Chicago, IL.

CAOT and PEAC jointly:

- developed (and now govern the OTA & PTA EAP), collaborating with COPEC, privately funded education programs, and other stakeholders as required
- recruited steering committee members during development of the program
- facilitated development of the pilot accreditation standards
- continue to approve revisions to the accreditation standards
- developed the pilot policies and procedures for the operation of the OTA & PTA EAP
- continue to approve revisions to the policies

Education Programs:

- requested initiation of the accreditation program (COPEC)
- are the recipients of the accreditation process
- fund the program through annual accreditation fees

CAOT, PEAC and education programs jointly:

- volunteer as members of Peer Review Teams (PRT) for accreditation reviews
- volunteer as members of the Joint Accreditation Committee (JAC) who's role is to collaborate to:
 - review and make recommendations for revisions to accreditation standards
 - review accreditation reports and make accreditation award recommendations
 - develop, review, and make recommendations for revision policies and procedures related to the OTA & PTA EAP

PEAC:

- administers the accreditation program (financial oversight, insurance and legal obligations, contracting staff etc.)

Standards and guidelines are developed and maintained by these three groups and the OTA & PTA EAP through the Joint Accreditation Committee to ensure the competency of entry-level practitioners.

Guiding documents and processes may include:

- Accreditation Standards for Physiotherapy Education Programs in Canada (PEAC, 2010)²
- CAOT Academic Accreditation Standards (CAOT, 2011)³
- Essential Competency Profile for physiotherapist assistants in Canada (NPAG, 2012)⁴ and
- Practice Profile for Support Personnel in Occupational Therapy (CAOT, 2009)⁵

² Available on the [PEAC](#) website

³ Available on the [CAOT](#) website

⁴ Available on the [NPAG](#) website

⁵ Available on the [CAOT](#) website

STANDARDS FRAMEWORK

The framework for the OTA & PTA EAP Accreditation Standards is based on the “5 + 1” model described by the Task Force on Accreditation of Health Professions Education.⁶ This model uses five standards considered common to accreditation of professional education programs and requires that all programs:

- collaborate with their practice communities and the public to prepare a workforce that can respond to and meet community needs;
- provide appropriate, ongoing faculty development and evaluation;
- regularly assess the competencies and achievements of students and graduates;
- maintain an effective process of continuous self-assessment, planning, and improvement; and
- communicate information and accurately represent themselves to the public to ensure accountability and consumer choice.

An additional standard, the “+1” component of the model, permits accreditation programs to develop a standard specific to the profession.

The first five standards and criteria included in the “5+1” model were adapted for Canadian occupational therapist assistant and physiotherapist assistant education programs through an iterative process consisting of multi-stakeholder input using focus groups and an electronic survey, and guided by the Standards Development Working Group. These five standards were considered common to both occupational therapist assistants and physiotherapist assistants. The “+1” component, or the profession-specific standard of the model, was based on the established occupational therapist assistant (support personnel) and physiotherapist assistant entry-level competencies. Overall, the OTA & PTA EAP standards and criteria are intended to focus on outcomes as the means of validating a program’s activities and guiding and improving efforts towards the achievement of its mission and goals.

STANDARDS DOCUMENT

The standards document includes five standards common to both occupational therapist assistant and physiotherapist assistant accreditation standards, along with the evaluative criteria and examples of evidence used by the OTA & PTA EAP, PEAC and CAOT to determine the accreditation status of occupational therapist assistant and physiotherapist assistant entry-level education programs. Standard 6 (the “=1” component) is divided into Standard 6 OTA, based on the OTA competency profile (*Practice*

⁶ Gelmon, S., O’Neil, E., Kimmey, J., and the Task Force on Accreditation of Health Professions Education. (1999). [Strategies for Change and Improvement: The Report of the Task Force on Accreditation of Health Professions Education](#). San Francisco: Center for the Health Professions, University of California at San Francisco.

Profile for Support Personnel in Occupational Therapy (2009)), and Standard 6 PTA, based on the PTA competency profile (Essential Competency Profile for Physiotherapist Assistants in Canada (2012)).

Each standard is a broad statement outlining an overall expectation of the education program. The criteria describe ways in which the program can achieve compliance with the standard. The standards document is intentionally not directive or prescriptive, allowing for program diversity, autonomy, and innovation. The criteria are intended to provide a broad interpretation of a standard. The examples of evidence are not intended to be exhaustive.

In interpreting the standards, it should be noted that:

- A document or other source of evidence may be listed in relation to more than one criterion
- Words that are included in the Glossary at the end of the document are indicated by a ‘G’ in superscript font, for example, program^G.

The standards and related criteria must reflect the current requirements of both education and professional practice environments. Therefore, the standards will be reviewed on a regular basis, with input from all stakeholders in the accreditation process for the occupational therapist assistant and physiotherapist assistant education programs.

ABOUT THIS DOCUMENT

This common resource document aims to provide a shared and full understanding of the accreditation^G standards and evaluative criteria of the Occupational Therapist Assistant and Occupational Therapist Assistant Education Accreditation Program (OTA & PTA EAP).

The document is intended for all users of the accreditation standards including:

- Education programs^G working on self-study documents, program development, and evaluation;
- OTA & PTA EAP Peer Review Team members and Joint Accreditation Committee members who interpret and apply the accreditation standards; and
- Consumers of education programs (e.g., students) and other stakeholders in accreditation (e.g., regulators, government, the public) who want to better understand the educational standards for occupational therapist assistant physiotherapist assistant education programs.

Information provided about each of the OTA & PTA EA Standards includes:

- **Criteria**, which are used in the interpretation of the standards;
- **Key Indicators** of compliance which are the main things you would expect to see if the criterion has been met;
- **Explanatory Notes**, which provide additional information such as rationale and linkages between the standards, criteria, and evidence. Education programs can use these notes as a guide for development of the Self-Study Report;
- **Required Evidence** that education programs **must** provide to demonstrate compliance with the criteria in the Self-Study Report, the Report appendices, or on-site during the accreditation review (as specified); and
- **Examples of Evidence**^G that education programs can provide to demonstrate compliance with the criteria in the Self-Study Report, the Report appendices, or on-site during the accreditation review.

Standard 1

The Educational Program and its Environment

Accreditation documentation must explicitly describe and include evidence that:

The education program has adequate⁶ resources and works closely with the educational institution, the practice community, and the public to identify changing health needs and prepare a workforce that can respond to and meet community assets and needs.

Criterion

1.1 CORE

The educational program is situated in an institution authorized⁶ under applicable law to provide postsecondary education in Canada.



Key Indicator

The program resides in an institution authorized to provide post-secondary education.

Explanatory Notes

The evidence would adequately illustrate compliance with the criterion by demonstration and commentary such as:

- Identifying the provincial legislation, ministry or other agency that grants the educational institution the right to provide postsecondary education.
- Describing the processes required by the educational program to maintain its status within the institution.

Examples of Evidence

May include but not limited to:

- Identify the agency which grants the educational institution the authority to provide postsecondary education.
- Provide examples of official publications or documents which verify the granting of this authority.
- Identify the certificate/diploma granted by the educational institution.

1.2 The program's vision, mission, goals and philosophy reflect expectations of the educational institution, the professions and the public.



Key Indicator

The program's vision, mission, and goals are clearly stated and are aligned with those of the educational institution and the professions of OT and/or PT.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The program's written and published vision, mission, and goals are:
 - a. compatible and aligned with the mission of the educational institution in which the program is offered, and
 - b. used as the basis for development of the curriculum⁶.
- The program maintains positive collaborative relationships with professional associations, the practice community and regulatory bodies, as appropriate (e.g., through participation on committees or in other activities that are important to the professions).

Examples of Evidence

May include but not limited to:

- Documents describing the vision, mission, goals/objectives of the educational institution and the program.
- Description of the program's relationships with professional associations, regulators, and the practice community.

1.3 The program has official standing within the institutional structure and is represented on appropriate institutional committees where decisions are made on admission, curriculum, budget and promotion.



Key Indicator

The program has the authority to influence decisions on admissions, curriculum, budget, and promotion.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The appearance of the program on official organizational charts is similar in manner to other professional programs.

- A description of the committee structure (i.e.: mandate, processes, membership) on which the program has representation.

Examples of Evidence

May include but not limited to:

- A copy of the relevant section of the institution calendar describing the program status.
- A copy of the institution organizational chart.
- A list and description of the committees where the program is represented for decisions on admission, curriculum, budget and promotion.

1.4 CORE

The program lead⁶ is a registered occupational therapist or physiotherapist who has the ability to provide leadership for the faculty⁶, staff, and students and management of the program.



Key Indicator

The designated program lead is a registered OT or PT in good standing who, through experience, education, and abilities, can lead all aspects of the program.

1.4.1 The program lead has adequate authority and resources to administer the program.

NOTE: for single discipline programs, the program lead must be of the same discipline as the program.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Documents and information that demonstrate the appropriate qualifications, leadership and positive outcomes of the program lead with respect to:
 - a. program planning; curriculum content and evaluation;
 - b. facilitating change; and
 - c. working with program and institution priorities.
- The rights and privileges of the program lead are consistent with other faculty having comparable roles and responsibilities.

Examples of Evidence

May include but not limited to:

- Position description for the program lead.
- Curriculum vitae of the program lead.
- Proof of the program lead's membership in the appropriate provincial/territorial regulatory college.

- Policies and procedures for selection process of the program lead.
- Confirmation of a full-time academic appointment in the institution.

1.5 CORE

The program has adequate financial resources to achieve its stated goals and objectives and assure its continuing operation.



Key Indicator

Program delivery is financially sustainable and can support two complete cycles of students from admission to graduation.

Explanatory Notes

The budget plan is designed to protect the sustainability of the program. The evidence would adequately illustrate the criterion by demonstration of and/or commentary such as:

- The budget and financial reports adequately:
 - a. support the program's goals and needs;
 - b. reflect the adequacy of financial resources for faculty and staff salaries, materials and equipment, faculty development, curricular development, program facilities; and
 - c. support the continuing operation of the program at an appropriate level and ensure that obligations to potential and enrolled students are met.
- For programs which offer distributed education/distance learning, evidence should be provided to:
 - a. confirm a commitment institutionally (in budgets and policies) to provide and maintain the necessary technological supports, student supports, and training resources for programs which offer distributed education/distance learning, and to supplement them as necessary.
 - b. demonstrate that faculty/staff have access to appropriate and adequate resources for instructional design and delivery of distributed education/distance learning coursework
 - c. identify resources to acquaint faculty, students, and course designers with new software or systems as they are adopted;

Examples of Evidence

May include but not limited to:

- A copy of the program budget documents.
- A copy of the long-range financial plan.
- A report that confirms the long-range plan supports program development and sustainability.

1.6 The program has adequate administrative and technical support staff and services to meet the needs of the faculty and students and achieve the goals and objectives of the program.



Key Indicator

The program has adequate administrative and technical support staff and services to achieve its goals.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and/or commentary such as:

- The number and skills of administrative, secretarial and technical personnel assigned provides sufficient support services for the program including support for any portion of the program offered by distributed education/distance learning.
- The program assures that support services are available to facilitate faculty and students in meeting their academic obligations to the program.
- There is evidence of ongoing monitoring and enhancement of the technology infrastructure of the institution, including well-maintained, current, and appropriate hardware, software, and other technological resources and media.
- Students/faculty are always able to securely access the materials for web-delivered courses, except for regularly scheduled maintenance with adequate notice provided.
- There is evidence of a process to prepare and orient students and faculty to existing and new technologies.
- There is accessible technical assistance for students and faculty for all hardware, software, and delivery systems specified by the organization as required for the program.

Examples of Evidence

May include but not limited to:

- Position descriptions and curriculum vitae.
- Program organizational charts.
- Information about available services, e.g. library staff resources, information technology support.
- A report that confirms the adequacy of support staff for faculty.

1.7 The program provides adequate quality, quantity and variety of learning resources⁶ (e.g. equipment, materials, physical space) to enable students to achieve learning objectives.



Key Indicator

Students have access to adequate quality, quantity, and variety of learning resources.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The library system provides access to current information in the fields of occupational therapy, physiotherapy, biomedical sciences, clinical sciences, health services, population health and related areas.
- The students are aware of learning resources and the methods available to access these resources.
- The number and size of the classrooms accommodate the number of students in courses and the scheduling requirements of the program.
- Learning supplies and equipment are available and in good repair and safe operating condition for laboratory experiences, teaching and supportive activities (for example, preparation of instructional materials).
- Learning supplies and equipment reflect contemporary practice in occupational therapy and physiotherapy, are sufficient in amount, and are available when needed.
- Single discipline programs are only required to provide learning resources applicable to the single focus area.
- For programs offering distributed education/distance learning:
 - a. Services are available to enable all students to achieve their learning objectives and include counseling services, library services, academic services including academic advising, disability services, technical support services, and financial aid services
 - b. The services available to distributed education/distance learning students are comparable to those available to students in the traditional education delivery models.

Examples of Evidence

May include but not limited to:

- Inventory of educational tools and equipment for teaching the curriculum.
- Size and number of classrooms, seminar rooms, laboratory space.
- Lists of library and computer resources.
- Policies and procedures for students regarding access to library and computer resources.
- Documented orientation program for students including information on institutional and community resources.

1.8 There is a formal plan for the curriculum.



Key Indicator

There is a curriculum plan that reflects a conceptual framework, current pedagogy, learning goals and objectives, clinical and academic education, and a clear distinction between OT and OTA as well as PT and PTA roles.

- 1.8.1 The curriculum is grounded in a conceptual framework.
- 1.8.2 The curriculum conceptual framework is consistent with current educational pedagogy.
- 1.8.3 The methods of teaching are consistent with stated learning goals and objectives.
- 1.8.4 The curriculum integrates academic and clinical /fieldwork education.
- 1.8.5 The curriculum clearly delineates practice roles between OT/OTA and PT/PTA.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The curriculum is based on information about the contemporary practice of occupational therapy, physiotherapy and current literature and other resources related to the professions, professional education, and educational theory and practice.
- There is a description of the educational principles and values of the program and how they are integrated throughout the curriculum, e.g., adult education; interprofessional education⁶; encouraging active learning, respecting diverse talents and ways of learning. Values could include items such as transparency, equity, timeliness, evidence-informed⁶.
- There are described linkages between the instructional methods, the educational principles, the curriculum plan, the course content, the needs of the learners, and the defined outcomes expected of the students.
- The objectives of the courses and learning experiences are stated in terms of outcomes, i.e., what the student will be able to do or demonstrate upon successful completion of each course, unit, or experience.
- The curriculum plan is formally documented and used as a resource by all those associated with the program (e.g. faculty, clinical placement sites, students).
- The curriculum plan is communicated to and understood by faculty, students and clinical/fieldwork educators.
- The curriculum plan clearly delineates practice roles between occupational therapists (OT) and occupational therapist assistants (OTA) and between physiotherapists (PT) and physiotherapist assistants (PTA).

- Programs offering distributed education/distance learning ensure a comprehensive curriculum plan that demonstrates effective integration between educational components offered at the established program and in the distributed education/distance learning courses.
- Delivery methods are appropriate to course content and design.
- Where a program is offered both in the classroom and via distributed education/distance learning, the distributed education/distance learning component of the program is either:
 - a. described within the conceptual framework; or
 - b. modifications to the framework for onsite learning that have been made to accommodate the distributed education/distance learning component are clearly described in a separate document.

Examples of Evidence

May include but not limited to:

- A curriculum plan that is grounded in a conceptual framework and reflects the educational principles and values of the program.
- Organizational chart or description outlining integration of the curriculum into program courses.
- Program curriculum document/calendar.
- Student handbook/brochure.
- A report that confirms clinical/fieldwork education⁶ is an integral part of the curriculum.
- Course outlines for clinical/fieldwork.

- 1.9 The program develops and documents relationships with departments or units, off-campus training sites⁶ and other community resources that contribute to the professional preparation of students. The program ensures that consistency of educational experiences and evaluation are maintained at off-campus sites.



Key Indicator

The program manages and assesses internal and external relationships and experiences that support the program.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The program has multiple partnerships established for student education both on and off campus.
- The program arranges and maintains agreements with other educational sites or facilities such as those for distance learning, satellite programs, e-learning etc.
- An agreement, in a format acceptable to both parties, exists between the institution and each site that accepts students for clinical/fieldwork education placements.
- Communication (i.e., with all sites that have such agreements) occurs on a regular basis to provide information about policies and procedures and relevant information pertaining to student education and supervision.
- There is an orientation process to ensure that new clinical/fieldwork educators understand the educational principles of the program, the tools for evaluation and the appropriate methods to provide educational experiences.
- The program ensures adequate orientation, support, and regular learning opportunities for clinical instructors.

Examples of Evidence

May include but not limited to:

- Affiliation Agreements or Letters of Agreement with facilities providing clinical placements or other off-campus learning that describe: the purpose and objectives of the agreement; the roles and responsibilities of the program, students and clinical/fieldwork educators; and procedures to follow in reviewing, revising, terminating the agreement.
- Documented means to promote and assess student learning outside the institution.
- Established policies and procedures for communication between the program and clinical/fieldwork education placement or other off-campus sites.
- Documented outcomes of communication between the program and educational sites both on and off-campus.
- Documents indicating orientation and ongoing education for clinical/fieldwork educators.
- Minutes of clinical placement committee meetings; clinical placement reports.

Standard 2

Faculty

*Accreditation documentation must explicitly describe and include evidence that:
The educational program^G has sufficient qualified faculty for effective program design, implementation and instruction and provides appropriate, periodic and ongoing faculty development and evaluation.*

Criterion

- 2.1 The number and qualifications of faculty meet the program’s mission, goals, and objectives through education administration, curriculum development, instructional design and delivery, and evaluation of outcomes.



Key Indicator

The number and qualifications of faculty meet the program’s administrative, curriculum, teaching, and evaluation needs.

2.1.1 CORE

The occupational therapy content of the curriculum is overseen and taught by a registered occupational therapist with relevant academic and professional qualifications.

2.1.2 CORE

The physiotherapy content of the curriculum is overseen and taught by a registered physiotherapist with relevant academic and professional qualifications.

- 2.1.3 The faculty member responsible for overseeing clinical/fieldwork education is a registered occupational therapist or physiotherapist with relevant academic and professional qualifications.

NOTE: Single discipline programs are required to show compliance with either 2.1.1 OR 2.1.2.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Faculty expertise covers all areas of curriculum content, and includes knowledge of and expertise in the mode of content delivery (e.g., distributed education/distance learning).
- Teaching loads are appropriate to ensure faculty are able to carry out their roles and responsibilities in the area of teaching and academic administration (e.g. student counseling, development of placement sites, participation in committees).
- The number of faculty is sufficient to maintain stability and continuity in curriculum development and delivery.

Examples of Evidence

May include but not limited to:

- List of faculty members and summary of expertise and contribution to program design and evaluation, student instruction and evaluation.
- Faculty curriculum vitae including professional credentials and expertise related to program design, student instruction and evaluation.
- Faculty workload reports that reflect teaching, and educational responsibilities.
- Position description for the individual responsible for overseeing clinical/fieldwork education in the academic program.
- Curriculum vitae of the individual responsible for clinical/fieldwork education.
- Proof of the individual's membership in the appropriate provincial/territorial regulatory college.

2.2 The educational institution and the program encourage and support career development of faculty relevant to their roles in the program, including support for new/junior faculty.



Key Indicator

Faculty have access to career development opportunities that are substantially equivalent to those in other programs.

2.2.1 The rights and privileges of faculty are equitable with other faculty in the institution.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The program supports, and the faculty participate in, professional development activities directed toward improving faculty and program effectiveness.

- The faculty development activities are linked to the needs of the program. In programs offering distributed education/distance learning, professional development activities promoting effective teaching and course development in a distributed education/distance learning environment are provided/supported.
- There is culture of professional development among faculty.
- Resources for professional development may include financial support, time for activities such as faculty mentoring, extra-departmental collaboration, and sharing of clinical and teaching expertise.

Examples of Evidence

May include but not limited to:

- Policies and procedures for professional development of faculty.
- Financial support for activities related to professional development.
- Curriculum vitae of faculty including evidence of professional development activities.
- Availability of resources (e.g. human, financial, program) for faculty to support academic activities.

2.3 Faculty members are evaluated in accordance with institutional policies and with reference to clearly outlined criteria using multiple sources of information.



Key Indicator

Faculty are evaluated using multiple sources of information and in accordance with organizational policies and procedures.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Regular and ongoing faculty evaluation is designed to assess and improve the effectiveness of teaching and service activities of each faculty member and to ensure program effectiveness.
- Faculty evaluation considers measurable and multiple sources of data including input from students, assessments of teaching and service and other activities such as management of the program and clinical education, committee functions, or student affairs.
- There are clearly outlined criteria for evaluating faculty members teaching in programs offering distributed education/distance learning.
- In programs offering distributed education/distance learning, faculty are adequately evaluated in their ability to deliver their distributed/distance course(s).

Examples of Evidence

May include but not limited to:

- Written policies and procedures for faculty evaluation.
- Documented outcomes of performance reviews.
- Teaching dossiers including summaries of student evaluations and peer review.

2.4 The program supports the role of faculty in collaborating to develop, implement and evaluate the curriculum.



Key Indicator

Faculty are supported to collaborate on the development, implementation, and evaluation of the program's curriculum.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Mechanisms are in place to obtain input from all program faculty for curriculum development, implementation and evaluation.
- Established processes for integration of evolving practices into curriculum.
- Workloads and job descriptions for full time and part time faculty include paid time for dedicated curricular development and evaluation.
- In programs offering distributed education/distance learning, regardless of the source of courseware development, the ultimate knowledge, skills, and competency levels contained in the courseware should be determined by faculty possessing the appropriate academic and professional experience.
- Where a program is offered both in the classroom and via distributed education/distance learning, there is a clear and integral relationship between the faculty and instructors involved in distributed education/distance learning and those who are classroom-based, including coordination of course requirements.

Examples of Evidence

May include but not limited to:

- Minutes/reports of faculty committee meetings and task forces related to curriculum development, implementation and evaluation.
- Policies and procedures/terms of reference for committee that develops, implements and evaluates the curriculum.
- Documented outcomes of meetings related to curriculum development, implementation and evaluation.

2.5 The program faculty are responsible for contributing to the effective operation of the program and for ensuring that program policies are implemented.



Key Indicator

Faculty are involved in the program's operation and ensure implementation of program policies.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Established processes are in place for review and implementation of existing policies.
- Mechanisms exist for policy development related to identification of emerging issues.

Examples of Evidence

May include but not limited to:

- Minutes/reports of committee meetings (for example admissions, promotions committees) documenting the role of faculty in implementation of program policies.
- Policies and procedures/terms of reference for committees that develop, implement and evaluate program policies.
- Documented outcomes of meetings related to curriculum development, implementation and evaluation

2.6 The program supports faculty in innovation, advancement and improvement in educational activities.



Key Indicator

Faculty are supported to innovate and improve educational activities.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Faculty have access to space, materials, equipment, and technological support that are appropriate for innovative activities.

Examples of Evidence

May include but not limited to:

- Record of faculty innovative activities.

- Policies and procedures related to faculty development of innovative teaching/learning experiences such as interprofessional education, simulated case experiences, etc.

Standard 3

Students

Accreditation documentation must explicitly describe and include evidence that: The educational program prepares students with the knowledge, skills, and abilities relevant to the practice of occupational therapist and physiotherapist support personnel and regularly assesses the students' competencies^G and achievements.

Criterion

- 3.1 The program ensures effective administration and coordination of student education throughout the course of study.



Key Indicator

Student education and records are administered and coordinated effectively and confidentially.

- 3.1.1 The confidentiality of student academic records is assured.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Mechanisms are in place to obtain input from faculty and students related to the coordination of student education throughout the course of study.
- Established processes exist for administration and coordination of student education.
- Established processes exist to ensure confidentiality of all student information.
- In programs offering distributed education/distance learning, there are established policies and processes to ensure verification of the identity of the student and the integrity of assessment components while at the same time protecting student privacy.

Examples of Evidence

May include but not limited to:

- Minutes/reports of committee meetings (for example program/curriculum, promotions committees) documenting the administration and coordination of student education throughout the course of study.
- Description of measures in place to ensure confidentiality of student records.

3.2 Students have opportunities to participate in academic activities such as program planning, development, and evaluation.



Key Indicator

Students have the opportunity to engage in program planning, development, and evaluation activities.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Opportunities are provided for students to participate in and/or have input to program planning, development and evaluation.
- Program committee membership includes student representatives when appropriate.
- Programs ensure those students receiving distributed education/distance learning have opportunity to participate in comparable opportunities for provision of feedback to the program.

Examples of Evidence

May include but not limited to:

- Committee terms of reference.
- Outcomes of meetings about curriculum, academic and clinical placement coordination.
- Student evaluation of program.

3.3 There is an overall plan for educational goals and students' achievement that includes:

- **clearly defined, outcome-based competencies consistent with national competency frameworks;**
- **fair, transparent and timely evaluation criteria; and**
- **opportunities for feedback to students about their strengths and areas for improvement and remediation.**



Key Indicator

The program has an educational plan that is outcomes-oriented, competency-based, and reflects national competency frameworks. The plan guides fair, transparent, and timely evaluation, and offers students opportunities for remediation.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- There are faculty, staff, and systems in place to monitor students, their needs, and performance.

- Outcome based competencies are consistent with national professional competency frameworks.

Examples of Evidence

May include but not limited to:

- Policies and procedures related to evaluation and student progression.
- Course outlines including expected learning outcomes⁶ and evaluative criteria/methods.
- Samples of the variety of methods and tools used to measure academic performance.
- Minutes of meetings related to student promotion and progression / reports of student performance.
- Student handbook.

3.4 The program provides clinical education / fieldwork experiences in occupational therapy and physiotherapy that enable students to achieve the learning outcomes.



Key Indicator

The program provides the supervised clinical experiences necessary to prepare work-ready graduates.

3.4.1 CORE

Clinical/fieldwork education includes a minimum of 500 hours in the clinical setting.

NOTE: Single discipline programs must include 350 fieldwork hours.



Key Indicator

Every student completes a minimum of 500 hours of clinical/fieldwork education.

3.4.2 CORE

Clinical/fieldwork education includes 150 hours of the total time in each discipline for each student.



Key Indicator

Every student completes a minimum of 150 hours of clinical/fieldwork education in each discipline.

3.4.3 CORE

A registered occupational therapist faculty advisor is available to students and preceptors on issues related to occupational therapy practice in fieldwork. Similarly, a registered physiotherapist faculty advisor is available to students and preceptors on issues related to physiotherapy practice in fieldwork.



Key Indicator

The program provides a faculty OT and PT for discipline-specific advice during student fieldwork placements.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Each student in the program has completed the required 500 hours, of which a minimum of 150 hours were in an OTA clinical setting and 150 hours in a PTA clinical setting (single discipline 350 hours, all in the single discipline).
- Clinical placement experiences for students are planned based on student progression in the curriculum, the type of supervision required, the variety of experiences needed, and the learning outcomes to be achieved.
- Policies and procedures or equivalent, exist to ensure every student completes the required placement hours in both OTA and PTA experiences prior to graduation
- The required placement hours in both OTA and PTA experiences have been completed by every graduate in *at least* the three most recent complete cohorts (where there have been three cohorts in the last three years).
- Clinical placement experiences supervised by OTA/PTAs adhere to the guidelines described for such supervision situations (GUIDE-06).
- The program establishes policies and procedures with the clinical instructors, which help to assure that students receive guidance and regular formal and informal assessment of their clinical performance.
- Programs offering distributed education/distance learning **MUST** include the required fieldwork hours for clinical placement experience. This component of the education program cannot be offered using a distributed education/distance learning delivery method. However, programs may use distributed education/distance learning delivery methods as a component of a field placement course for purposes of discussion of field placement experiences with the instructor or amongst students.



REQUIRED EVIDENCE

- Aggregate spreadsheet of the OTA and PTA hours for 3 cohorts showing every graduating student (names removed, use non-nominal identifiers), including identification of role-emerging placements, and supplemental hours
- Contingency plan for make-up time
- Evidence of a policy/procedure showing no student can graduate until required fieldwork hours are complete

- Example of Individual student’s portfolio/record of clinical placement experiences, including documentation of placement hours for OTA and PTA experiences as described in *GUIDE 11- Tracking Fieldwork Hours* (to be provided onsite)

Examples of Evidence

May include but not limited to:

- Documentation of the variety and quantity of clinical placement experience that is reflective of current clinical practice.
- Documentation of student evaluation of placement sites and experiences.

3.5 The program provides processes for students to address academic and clinical concerns.



Key Indicator

Students know how to address academic and clinical concerns.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- There are formal and informal opportunities in place for the students to express concerns about academic and clinical placement experiences.

Examples of Evidence

May include but not limited to:

- Formal, objective and published policies and procedures for student appeals.
- Documented outcomes/ responses to students’ concerns.

3.6 The program ensures students have timely and confidential access as required to academic support and/or psychosocial counselling.



Key Indicator

Students have timely access to confidential academic support and psychosocial counselling.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Information about relevant institutional and program policies and procedures is available and accessible to students.

- Professional and career counseling and academic support are available to students enrolled in the program.
- Professional and career counseling and academic support are available to students enrolled in the program, including those students in distributed education/distance learning courses.

Examples of Evidence

May include but not limited to:

- Published information about access to student support services such as health services, counselling, financial aid.
- Policies and procedures related to remediation.
- Policies and procedures related to accommodation of students in exceptional circumstances.
- Student orientation program.
- Student handbook.

Standard 4

Program Evaluation

*Accreditation documentation must explicitly describe and include evidence that:
The educational program maintains an effective process of continuous self-assessment,
planning and improvement.*

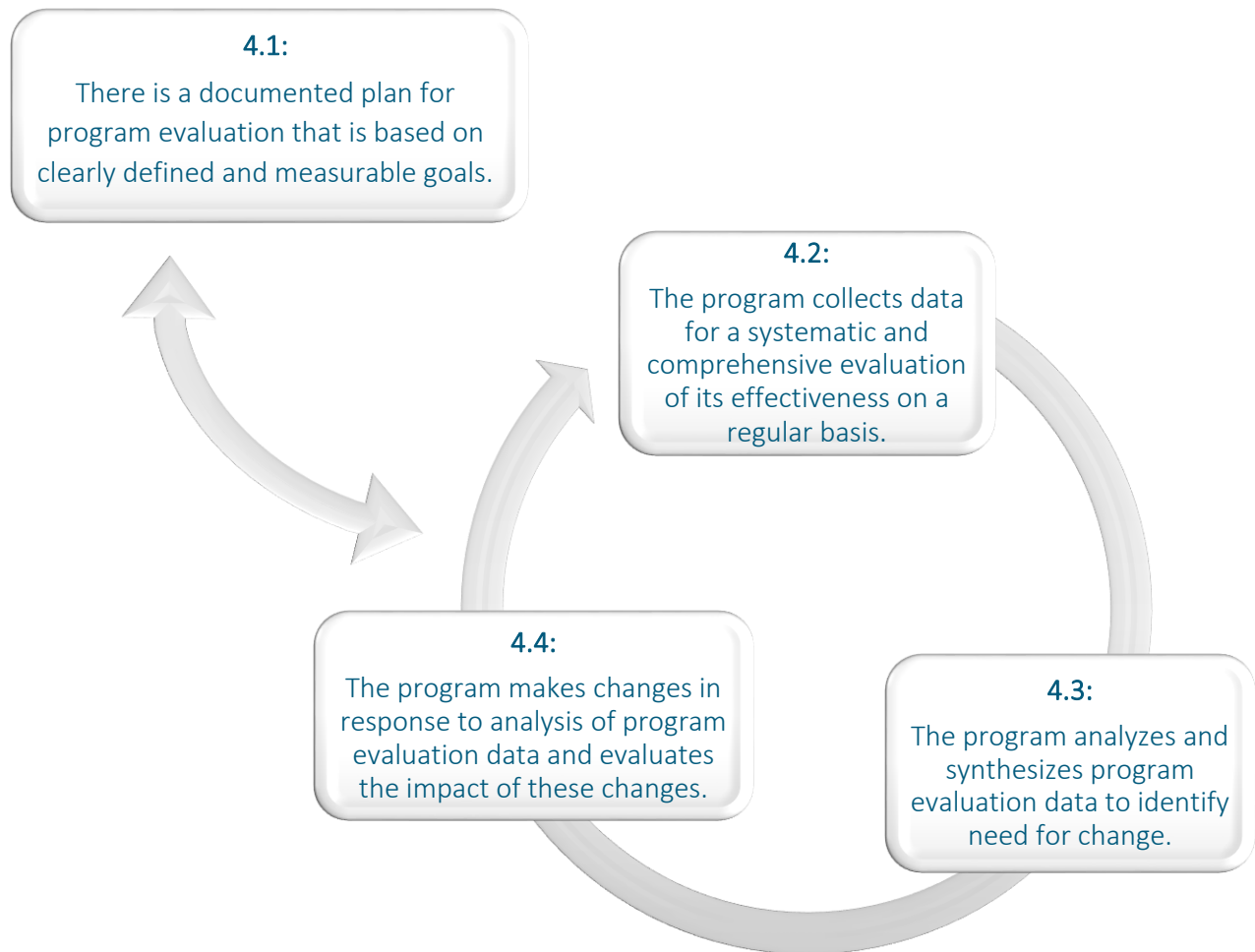


Figure 1: Cycle of Program Evaluation demonstrating the relationship between the program evaluation plan (4.1) and the remaining part of the cycle.

REQUIRED EVIDENCE

- Completion of SSR Form 4 for two to five of the highest priority changes (in at least two goal areas) implemented since the last accreditation visit.

Note: These examples, as a package, should provide evidence of implementation of the complete program evaluation cycle.

Criterion

4.1 There is a documented plan for program evaluation that is based on clearly defined and measurable goals.



Key Indicator

There is a plan for a regular cycle of systematic evaluation that measures achievement of goals for all aspects of the OTA PTA program.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The program has a plan that outlines the process for conducting regular program reviews to determine the extent to which its goals are being achieved and are in keeping with best practices in professional education.
- The plan is comprehensive and includes regular review of all aspects of the program (of which only one part is the curriculum).
- In programs offering distributed education/distance learning, reliable and valid performance measures for distributed education/distance learning are identified within the program's evaluation plan.



REQUIRED EVIDENCE

In addition to completed SSR Form 4:

- Documentation outlining the systematic plan for continuous program evaluation.
- A description of how the program evaluation plan measures accomplishment of the OTA PTA program's goals/objectives.

Examples of Evidence

May include but not limited to:

- Terms of reference of committees responsible to conduct the phases of implementation of the plan

4.2 The program collects data for a systematic and comprehensive evaluation of its effectiveness on a regular basis.



Key Indicator

The program implements data collection according to the plan.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The program is collecting information on a regular and ongoing basis as described in its program evaluation plan that includes input and feedback from stakeholders in the program, including students, faculty, staff, clinicians, clinical/fieldwork education instructors, employers, and others as appropriate.
- The collection of information uses multiple approaches to assessment and includes data from a variety of sources. Information may be obtained from, but is not limited to students, faculty, support staff, institutional administrators, and other stakeholders in the program.
- Individual courses and the curriculum as a whole are assessed through a variety of mechanisms.
- The faculty regularly assesses the performance of recent graduates related to the learning outcomes of the curriculum as well as the specific expectations linked to the program's unique mission and goals.
- The timelines, responsibility and accountability for data collection described in the program evaluation plan have been adhered to during implementation.
- Assessment of the clinical/fieldwork education placements can include the evaluation of clinical sites, the quality of student supervision, the availability of a variety of learning experiences, and the effectiveness of communication among all those associated with the clinical/fieldwork education placements.

REQUIRED EVIDENCE

In addition to completed SSR Form 4:

- Data collection tools (to be provided or demonstrated onsite)
- Raw data (to be provided onsite)

Examples of Evidence

May include but not limited to:

- Documentation of student, faculty, staff and graduate satisfaction surveys.
- Documentation of student attrition, completion rates, employment rates and career paths of graduates.
- Documentation of admission criteria linked to students' program completion.
- Documentation of processes for consultation with stakeholders, e.g., advisory committees, task forces, surveys.
- Follow-up surveys of recent graduates.
- Documentation about the variety and scope of clinical/fieldwork education placement sites.

- Student evaluation of courses and clinical placements.
- Policies and procedures for evaluation of clinical placement education.

4.3 The program analyzes and synthesizes program evaluation data to identify need for change.



Key Indicator

In accordance with the plan, the program analyzes and interprets data and identifies any need for change.

- 4.3.1 The program identifies, monitors, and evaluates indicators of students' and graduates' progress and uses these data for planning and development.
- 4.3.2 The program reviews admission criteria, graduation and attrition data and analyzes and responds to trends.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Program evaluation includes analysis of data collected from multiple sources in relation to the desired program goals as identified in the program evaluation plan, and the identification of strengths and weaknesses of the program and required changes.
- The program analyses the results of the evaluation of clinical/fieldwork education placements to determine their adequacy in meeting its educational mission and goals and the needs of the students.
- The results of students' performance assessment demonstrate the program's effectiveness in meeting the needs of the students and the goals of the program.
- The timelines, responsibility and accountability for data analysis, synthesis, and identification for need for change described in the program evaluation plan have been adhered to during implementation.
- In programs offering distributed education/distance learning to one cohort, while another cohort receives a traditional delivery method, an analysis is provided demonstrating that the outcomes for the different cohorts of graduates are comparable.
- In programs offering distributed education/distance learning, analysis includes assessment of the quality and effectiveness of the delivery method, and availability and suitability of technical and other supports from instructor, student and administrative perspectives.

Examples of Evidence

May include but not limited to:

- Samples of reports of program evaluation.
- Annual reports.

- Meeting minutes describing discussion related to data analysis, synthesis and need for change

4.4 The program makes changes in response to analysis of program evaluation data and evaluates the impact of these changes.



Key Indicator

In accordance with the plan, changes identified in Criterion 4.3 are implemented and the results are evaluated.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The program conducts an evaluation following the implementation of changes to determine if the changes resulted in desired outcomes.
- The timelines, responsibility and accountability for implementation of change are described, in accordance with the program evaluation plan
- The timelines, responsibility and accountability for evaluation of the impact of the changes made are described in accordance with the program evaluation plan.

Examples of Evidence

May include but not limited to:

- Committee meeting minutes describing discussions related to implementation of change and evaluation of impact of the change

Standard 5

Accountability

*Accreditation documentation must explicitly describe and include evidence that:
The educational program accurately represents itself publicly and provides sufficient information to ensure accountability and consumer choice.*

Criterion

- 5.1 Current and accurate information about the program is available to applicants, enrolled students, and the public about:
- institutional and program admission policies,
 - language requirements,
 - prior learning assessment process,
 - tuition and fees,
 - financial aid,
 - graduation and credentialing requirements,
 - academic policies and appeal processes, and
 - student services.



Key Indicator

Program information is accurate, transparent and accessible to the public.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Using institutional guidelines and procedures, faculty initiate, adopt, evaluate, and uphold academic regulations that are specific to the program.
- Program policies exist to guide the dissemination and implementation of all established regulations affecting faculty and students.
- The educational institution ensures that policies and procedures that directly affect prospective and enrolled students, including accreditation status and activities, are clearly described, applied equitably, and carried out in a timely manner.
- When making decisions about admission, retention, and graduation of students, the program considers its mission, the mission of the institution, and the needs of society.
- The program provides prospective and enrolled students with access to or copies of rules and regulations related to admissions, matriculation, progression through the program,

withdrawal and dismissal procedures, procedural fairness, clinical/fieldwork education experiences, and other academic policies and procedures.

- In programs offering distributed education/distance learning, potential students are fully informed about:
 - the technological software and devices required to begin the program, and the skills that students will require to begin (or will learn during) the program;
 - the nature of learning and the personal discipline required in an anytime/anywhere environment;
 - any additional costs, beyond tuition and ancillary fees, associated with distributed education/distance learning aspects of course/program delivery; and
 - the kind of support and protection available to them.

Examples of Evidence

May include but not limited to:

- Documentation about admission policies, language requirements, tuition and fees, financial aid, graduation and licensing/registration requirements, academic policies and student services.
- Documentation describing the characteristics of the prior learning assessment process.
- Student handbook, program brochures, university documents.
- Program calendar; web site.
- Student orientation programs.
- Records that students admitted to the program meet the published admission criteria.
- Grading policy.
- Academic regulations.

5.2 The program's documents and publications accurately reflect its vision, mission, philosophy and goals.



Key Indicator

Program vision, mission, philosophy and goals are transparent and accessible.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Information about the program, including web page information and advertising, and materials related to institution and program policies are accurate, consistent, comprehensive, and current.

Examples of Evidence

May include but not limited to:

- Policies and procedures related to development and review of advertising, recruitment and admissions documents to ensure they clearly and accurately represent the program and career opportunities.
- Documented outcomes of evaluation and revision of advertising, recruitment and admissions documents.
- Documented feedback from students.

5.3 The program provides a culture and environment that is safe and protects the rights, privacy, and confidentiality of all individuals, including students, faculty, staff and others participating in associated activities.



Key Indicator

The rights, privacy, safety and confidentiality of all individuals are protected.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The educational institution has policies and procedures to protect the rights, safety, privacy and confidentiality of all individuals involved in any aspect of the program.
- The educational institution and the program ensure that students are informed of potential health risks they may encounter throughout the education program and when at clinical/fieldwork education placements.
- Policies and procedures ensure fairness in the handling of student and faculty concerns and complaints at all levels of the program and educational institution.
- The educational institution, the program, and each clinical/fieldwork education placement site have policies describing confidentiality of records and other personal information, as well as policies and procedures about the use of human subjects in demonstrations and practice for educational purposes and research, if applicable.
- In programs offering distributed education/distance learning, the program has clear processes and policies to:
 - establish that the student who registers for the course(s) is the same student who participates in and completes the course(s) and receives the academic credit, while at the same time protecting student privacy,
 - verify the identity of the individual being evaluated, while at the same time protecting student privacy,
 - ensure the secure destruction of personal data when it is no longer needed, and

- demonstrate risk assessment and planning, including a disaster recovery plan, back-up and storage technology protocols, and a requirement for historical logs and physical documentation.

Examples of Evidence

May include but not limited to:

- Policies and procedures regarding:
 - preserving privacy, confidentiality, dignity and safety of students, faculty, staff and others involved in learning and teaching activities.
 - informed consent.
 - threats/harassment.
 - occupational health and safety.
 - grievance and complaints.
- Documentation of incidents related to unsafe environment and actions taken to resolve issue.
- Safety regulations and emergency procedures are posted.

5.4 The program has an admissions process that is fair, transparent and timely.

5.4.1 There is a transparent admissions appeals process.



Key Indicator

The admissions process is fair, transparent, and timely and the appeals process is publicly available.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- Policies and procedures applied in student selection do not discriminate on the basis of race, religion, color, gender, age, national or ethnic origin, sexual orientation, and disability or health status.

Note: This criterion, however, does not negate the program’s ability to act affirmatively for certain groups of people, including those identified by race, color, gender, national or ethnic origin, or disability or health status, nor does it prohibit activities associated with enhancing diversity among the student populations. However, it is expected that all published materials related to admissions policies and practices include information about the program’s decision to act affirmatively for the selected groups.

- A transparent admissions appeals process that is available to unsuccessful applicants.

Examples of Evidence

May include but not limited to:

- Documented policies and procedures for program admissions.
- Minutes of Admissions Committee meetings.
- Documented decision-making processes related to admissions.
- Annual and cumulative summaries of admissions data.
- Documented program admissions appeals process

5.5 The program monitors its compliance with accreditation standards and criteria on a continual basis and takes required steps to ensure compliance.



Key Indicator

The program ensures compliance with accreditation standards.

Explanatory Notes

The evidence would adequately illustrate the criterion by demonstration and commentary such as:

- The educational institution and the program are committed to obtaining and maintaining their accreditation status and are responsible for submitting requested documentation and fees by the established deadlines.

Note: The college/university and program are responsible for notifying OTA & PTA EAP of all substantive changes in the program in accordance with established Policy and Procedures. Substantive changes to be reported include, but are not limited to, changes in program leadership and faculty complement, major curricular revisions, and the certificate/diploma or program offered.

Examples of Evidence

May include but not limited to:

- Publication of accreditation status in appropriate documents, for example, program calendar, web site.
- Documentation and submission of required accreditation fees and reports, for example Self Study Reports, Progress Reports, Annual Reports.
- Changes in program compliance with accreditation standards are reported in accordance with OTA & PTA EAP policies.
- Documentation of notification of any substantive curriculum changes to OTA & PTA EAP.
- Evidence that all requirements for maintaining candidacy status or accreditation status have been met by the program.

Standard 6

Occupational Therapist Assistant & Physiotherapist Assistant Competencies

This standard utilizes an adapted role-based CanMEDS model⁷ and is organized around seven main “roles” for graduates that include: Communicator, Collaborator, Effective Practitioner, Change Agent/Advocate, Reflective Practitioner, Professional Practitioner and Educated Practitioner.

The occupational therapist assistant competencies have been articulated by the Canadian Association for Occupational Therapists, which is responsible for reviewing and updating the occupational therapist assistant competencies on a regular basis. All the competencies for occupational therapist assistants in Standard 6 occur under the supervision of a registered occupational therapist.

The physiotherapist assistant competencies have been articulated by the National Physiotherapy Advisory Group (NPAG) which is responsible for reviewing and updating the physiotherapist assistant competencies on a regular basis. All the competencies for physiotherapist assistants in Standard 6 occur under the supervision of a registered physiotherapist.

The criteria in this Standard reflect the minimum entry level competencies (knowledge, skills and abilities) expected of students upon graduation to fulfill the role of occupational therapist assistant and physiotherapist assistant.

Accreditation documentation must explicitly describe and include evidence about how: The education program facilitates the achievement of student learning outcomes related to current occupational therapy and physiotherapy practice, emerging trends in the health system and advances in theory and technology.

REQUIRED EVIDENCE

The explanatory notes associated with each criterion are intended to provide guidance for programs about the evidence required to demonstrate compliance with each criterion and sub-criterion.

Evidence must include:

- All course outlines
- FORM-SSR-6
 - specific learning objective(s) related to each criterion
 - content delivery method(s)/activities in the learning plan related to each criterion

⁷ Frank, JR. (Ed.). 2005. The CanMEDS 2005 physician competency framework. Better standards, Better Care. Ottawa, Ontario: The Royal College of Physicians and Surgeons of Canada.

- method(s) of student assessment related to each criterion

NOTE: It is understood that all students will complete clinical placements as part of education program requirements. Information related to clinical placements, and student assessment of competency during clinical placements, is to be included in criterion 3.4 and, as relevant, in Standard 4. Clinical course outlines and clinical placement student evaluation forms (e.g. the Canadian OTA / PTA Student Fieldwork Evaluation Form) should not be included as evidence to support compliance with Standard 6. To be compliant with Standard 6, the program is expected to demonstrate that its students have achieved the learning objectives described in the course outlines during the didactic portion of the curriculum. It is understood that this learning will then be integrated and applied during fieldwork experiences.

Standard 6

Occupational Therapist Assistant Competencies

Role OTA 6.1 Communicator

The program prepares students to use effective communication to develop and maintain appropriate and respectful relationships with clients, families, care providers, and other stakeholders.

Criterion

OTA 6.1.1 **Engages in and facilitates effective verbal and nonverbal communication with the client⁶, supervising occupational therapist and inter-professional team members.**



Key Indicator

Students demonstrate effective verbal and nonverbal communication.

Explanatory Notes

The program prepares the students to:

- Communicate using various communication strategies including active listening, reflection, reinforcement, and empathy and accurately utilize and respond to non-verbal communication.
- Communicate effectively to facilitate the client's understanding (e.g., considering education, culture, age, and gender).
- Report timely, relevant and accurate information to the supervising occupational therapist, clients and other team members, related to all situations.

OTA 6.1.2 **Utilizes objective and effective written communication skills with the client, supervising occupational therapist and interprofessional team members.**



Key Indicator

Students demonstrate effective written communication skills.

Explanatory Notes

The program prepares the students to:

- Produce written documentation that is accurate and precise using appropriate terminology following all applicable provincial, regulatory and employment standards.

- Prepare written materials to support service delivery.

OTA 6.1.3 Supports diversity in communication by using strategies to reduce communication barriers with different populations in different practice contexts and incorporates sensitive practice.



Key Indicator

Students demonstrate strategies to reduce communication barriers and can incorporate sensitive practice.

Explanatory Notes

The program prepares the students to:

- Adapt communication strategies to facilitate the client's understanding (e.g., considering education, culture, age, and gender).

Role OTA 6.2 Collaborator

The program prepares students to work collaboratively and effectively within an interprofessional team and with others to achieve optimal client care.

Criterion

OTA 6.2.1 Supports collaboration with the client, supervising occupational therapist and interprofessional team members.



Key Indicator

Students collaborate with the client, the intraprofessional team, and the interprofessional team.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of the roles and responsibilities of team members.
- Use a range of strategies to demonstrate mutual trust, respect and professional behavior.
- Communicate plan(s) for assigned services to the client and inter-professional team with ease and efficiency.
- Gather and report information to the supervising occupational therapist(s) with efficiency and timeliness.

OTA 6.2.2 Participates actively as an interprofessional team member.



Key Indicator

Students participate actively in interprofessional teams.

Explanatory Notes

The program prepares the students to:

- Participate as a team member to provide interprofessional client care.

OTA 6.2.3 Anticipates, identifies, prevents and resolves conflict.



Key Indicator

Students address and manage conflict.

Explanatory Notes

The program prepares the students to:

- Demonstrate use of a wide range of strategies to effectively resolve conflict.
- Seek appropriate consultation to assist with conflict resolution.

Role OTA 6.3 Effective Practitioner

The program prepares students to manage time, prioritize competing priorities in collaboration with occupational therapists and support the delivery of effective and efficient practice.

Criterion

OTA **Manages activities that support effective service delivery and integrated client care.**
6.3.1



Key Indicator

Students manage activities to support service delivery and client care.

Explanatory Notes

The program prepares the students to:

- Prioritize client services and other work requirements effectively.
- Use a systematic approach to identify and collect information to assist with assigned work activities.

OTA **Uses human, financial, and physical resources effectively.**
6.3.2



Key Indicator

Students manage resources effectively.

Explanatory Notes

The program prepares the students to:

- Facilitate the use of equipment, supplies, inventory records and space to support service delivery.

OTA **Recognizes, respects and participates in established organizational quality improvement activities.**
6.3.3



Key Indicator

Students participate in organizational quality improvement activities to support service delivery.

Explanatory Notes

The program prepares the students to:

- Participate in workload measurement activities, as required.
- Participate in committees and team meetings relevant to job functions.
- Participate in regular performance reviews.

Role OTA 6.4 Change Agent/Advocate

The program prepares students to understand how to responsibly use knowledge and influence within their role to promote the health and well-being of individual clients, communities, and populations.

Criterion

OTA Promotes the benefits and value of their professional group.

6.4.1



Key Indicator

Students promote the value of their professional group.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of their profession within the health system.
- Advocate for the role of their profession.
- Demonstrate an understanding of the distinctive roles and responsibilities of the occupational therapist assistant.

OTA Assists clients in making life changes in support of their health goals as determined by the supervising occupational therapist.

6.4.2



Key Indicator

Students help clients make life changes towards health goals.

Explanatory Notes

The program prepares the students to:

- Work collaboratively to ensure the health needs of individual clients are met.
- Encourage the client to express individual needs and helps the supervising occupational therapist and team to ensure that needs are addressed.
- Considers factors such as client's behavior, motivation, etc. when assisting clients to make life changes in support of health goals.

OTA 6.4.3 **Considers the impact of the determinants of health on the well-being of clients served.**



Key Indicator

Students understand how determinants of health impact the well-being of clients.

Explanatory Notes

The program prepares the students to:

- Consider the impact of the determinants of health when assisting clients, families and communities to support health goals.

Role OTA 6.5 Reflective Practitioner

The program prepares students to incorporate critique, reflection, and quality improvement in their everyday practice and through lifelong learning.

Criterion

OTA 6.5.1 Recognizes the need for professional development through reflective practices and self-directed life-long learning.



Key Indicator

Students use reflective practices and self-directed life-long learning.

Explanatory Notes

The program prepares the students to:

- Maintain and improve knowledge, skills and abilities.
- Demonstrate an understanding of required job competencies through reflective practices and self-directed learning.
- Seek input to establish a plan to address learning needs.
- Determine resources to meet learning needs.
- Implement a learning plan.
- Apply learning to practice.

OTA 6.5.2 Modifies service delivery based on personal reflection and external feedback under the supervision of the occupational therapist.



Key Indicator

Students use reflection and feedback to modify service delivery under the supervision of the occupational therapist.

Explanatory Notes

The program prepares the students to:

- Use personal reflection, feedback and guidance from others as required to suggest changes to client service delivery.

OTA 6.5.3 Supports the supervising occupational therapist in applying an evidence informed approach in their services.



Key Indicator

Students support the occupational therapist in providing evidence informed care.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of evidence informed practice.

Role OTA 6.6 Professional Practitioner

The program prepares students to commit to the best interests of clients and society through ethical and legal practice and high personal standards of behavior.

Criterion

OTA **Demonstrates ethical behavior with clients and team members in a variety of situations.**

6.6.1



Key Indicator

Students practice ethically.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of the complementary but distinctive roles of occupational therapist assistants and occupational therapists.
- Adhere to standards for accountability to regulated health professionals.
- Demonstrate trust, integrity, accountability, commitment, respect, and compassion.
- Communicate accurate title, credentials and role.
- Comply with professional and employment standards including consent, privacy and confidentiality.
- Comply with policies guiding distribution of resources in the workplace.
- Demonstrate understanding of broad ethical issues within the health system and service delivery.
- Understand and manage potential conflict of interest situations.

OTA **Respects diversity and demonstrates sensitive practice.**

6.6.2



Key Indicator

Students respect diversity and actively engage in sensitive practice.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of the impact of diversity on function and performance.
- Demonstrate an understanding of the client's cultural beliefs and values.

OTA **Maintains personal and professional boundaries.**

6.6.3



Key Indicator

Students maintain personal and professional boundaries.

Explanatory Notes

The program prepares the students to:

- Maintain an effective therapeutic relationship with clients and a working relationship with team members.
- Understand and identify authority/control issues involved in professional relationships with clients and team.

OTA **Performs within the limits of personal competence within their own professional scope.**

6.6.4



Key Indicator

Students understand their role and competency level and know when to seek help.

Explanatory Notes

The program prepares the students to:

- Recognize the limits of personal competence and professional scope and take responsibility for own behavior and actions.
- Seek appropriate consultation from the supervising occupational therapist and other team members.

Role OTA 6.7 Educated Practitioner in Enabling Occupation

The program prepares students to be skilled practitioners in enabling occupation using evidence-based processes that focus on a client’s occupations—including self-care, productive pursuits, and leisure—as a medium for action and outcome during performance of assigned tasks and within established guidelines and limits⁸

Criterion

OTA 6.7.1 Safely and efficiently supports the occupational therapist who is the expert in enabling occupation.



Key Indicator

Students safely and efficiently support an occupational therapist.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of the role of occupational therapists and occupational therapist assistants.
- Demonstrate an understanding of client - centered practice.
- Demonstrate understanding of occupations, occupational performance and occupational engagement in practice with clients.
- Demonstrate understanding of occupational therapy practices.

OTA 6.7.2 Works to enable occupation with specific populations and occupational performance issues in a range of practice contexts.



Key Indicator

Students enable occupation across populations and contexts.

Explanatory Notes

The program prepares the students to:

⁸ *Celebration of Enabling Occupation as the Core Competency of Occupational Therapist Support Personnel.* Consistent with the Canadian Model of Client-Centred Enablement (Townsend & Polatajko, 2007), “expert in enabling occupation” is considered the central role, expertise, and competence of occupational therapist assistants. Work in this core function is interconnected with all other roles, drawing upon required competencies in order to effectively use occupation as both a medium for action and an outcome for occupational therapy intervention.

- Demonstrate understanding of the client’s occupational therapy plan and contributes to the intervention plan as appropriate.
- Implement assigned service components of the occupational therapy plan efficiently and safely.
- Establish positive therapeutic relationships with clients.
- Observe, monitor and report on the client’s performance.
- Work effectively with individuals, families and groups.
- Respond to change in client status.
- Complete assigned data gathering using a range of tools to support the occupational therapy evaluation.

OTA 6.7.3 Gathers information and data related to the client’s status as assigned by the occupational therapist.



Key Indicator

Students collect and record client data that is shared with the supervising occupational therapist.

Explanatory Notes

The program prepares the students to:

- Complete assigned data gathering using a range of tools to support the occupational therapy evaluation.
- Monitor client responses and status before, during and after performance of assigned measures and tests.
- Report client information to supplement the occupational therapists’ assessment/reassessment processes.
- Contribute to the development and revision of intervention activities within the occupational therapy plan.

OTA 6.7.4 Implements the interventions assigned by the occupational therapist.



Key Indicator

Students implement interventions assigned by the occupational therapist.

Explanatory Notes

The program prepares the students to:

- Demonstrate understanding of the client’s intervention plan.

- Orient clients to the area in which they will be treated and provide information about relevant service policies.
- Understand the precautions and limitations associated with occupational therapy interventions.
- Safely and efficiently perform the assigned service components of the occupational therapy intervention plan.
- Establish positive therapeutic relationships and facilitate client participation.
- Observe, monitor and report the client's performance.
- Work effectively with individuals, families and groups.
- Respond to change in client status including discontinuing a specific intervention if the client has an adverse reaction or the safety of the client is compromised.

OTA 6.7.5 Demonstrates effective problem solving and judgment related to assigned service components.



Key Indicator

Students demonstrate effective problem solving and judgment related to assigned service components.

Explanatory Notes

The program prepares the students to:

- Apply relevant and current occupational therapy knowledge to the practice area.
- Ensure client and personal safety in the performance of assigned components of service delivery.

OTA 6.7.6 Participates in the learning process for clients, team members, peers, students and any other learners within their service.



Key Indicator

Students teach, and learn from, clients and others on the team.

Explanatory Notes

The program prepares the students to:

- Implement components of educational programs for learners.
- Serve as a resource to other learners.
- Contribute to the process of feedback and evaluation of learners' participation.

Standard 6

Physiotherapist Assistant Competencies

Role PTA 6.1 Communicator

The program prepares students to use effective communication to develop and maintain appropriate and respectful relationships with clients, families, care providers, and other stakeholders.

Criterion

PTA 6.1.1 Engages in and facilitates effective verbal and nonverbal communication with the client, supervising physiotherapist and inter-professional team members.



Key Indicator

Students demonstrate effective verbal and nonverbal communication.

Explanatory Notes

The program prepares the students to:

- Communicate using various communication strategies including active listening, reflection, reinforcement, and empathy and accurately utilize and respond to non-verbal communication.
- Communicate effectively to facilitate the client's understanding (e.g., considering education, culture, age, and gender).
- Report timely, relevant and accurate information to the supervising physiotherapist, clients and other team members, related to all situations.

PTA 6.1.2 Utilizes objective and effective written communication skills with the client, supervising physiotherapist and interprofessional team members.



Key Indicator

Students demonstrate effective written communication skills.

Explanatory Notes

The program prepares the students to:

- Produce written documentation that is accurate and precise using appropriate terminology following all applicable provincial, regulatory and employment standards.
- Prepare written materials to support service delivery.

PTA 6.1.3 Supports diversity in communication by using strategies to reduce communication barriers with different populations in different practice contexts and incorporates sensitive practice.



Key Indicator

Students demonstrate strategies to reduce communication barriers and can incorporate sensitive practice.

Explanatory Notes

The program prepares the students to:

- Adapt communication strategies to facilitate the client's understanding (e.g., considering education, culture, age, and gender).

Role PTA 6.2 Collaborator

The program prepares students to work collaboratively and effectively within an interprofessional team and with others to achieve optimal client care.

Criterion

PTA 6.2.1 Supports collaboration with the client, supervising physiotherapist and interprofessional team members.



Key Indicator

Students collaborate with the client, the intraprofessional team, and the interprofessional team.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of the roles and responsibilities of team members.
- Use a range of strategies to demonstrate mutual trust, respect and professional behavior.
- Communicate plan(s) for assigned services to the client and inter-professional team with ease and efficiency.
- Gather and report information to the supervising physiotherapist(s) with efficiency and timeliness.

PTA 6.2.2 Participates actively as an interprofessional team member.



Key Indicator

Students participate actively in interprofessional teams.

Explanatory Notes

The program prepares the students to:

- Participate as a team member to provide interprofessional client care.

PTA **Anticipates, identifies, prevents and resolves conflict.**

6.2.3



Key Indicator

Students address and manage conflict.

Explanatory Notes

The program prepares the students to:

- Demonstrate use of a wide range of strategies to effectively resolve conflict.
- Seek appropriate consultation to assist with conflict resolution.

Role PTA 6.3 Effective Practitioner

The program prepares students to manage time, prioritize competing priorities in collaboration with physiotherapists and support the delivery of effective and efficient practice.

Criterion

PTA 6.3.1 **Manages activities that support effective service delivery and integrated client care.**



Key Indicator

Students manage activities to support service delivery and client care.

Explanatory Notes

The program prepares the students to:

- Prioritize client services and other work requirements effectively.
- Use a systematic approach to identify and collect information to assist with assigned work activities.

PTA 6.3.2 **Uses human, financial, and physical resources effectively.**



Key Indicator

Students manage resources effectively.

Explanatory Notes

The program prepares the students to:

- Facilitate the use of equipment, supplies, inventory records and space to support service delivery.

PTA 6.3.3 **Recognizes, respects and participates in established organizational quality improvement activities.**



Key Indicator

Students participate in organizational quality improvement activities to support service delivery.

Explanatory Notes

The program prepares the students to:

- Participate in workload measurement activities, as required.
- Participate in committees and team meetings relevant to job functions.
- Participate in regular performance reviews.

Role PTA 6.4 Change Agent/Advocate

The program prepares students to understand how to responsibly use knowledge and influence within their role to promote the health and well-being of individual clients, communities, and populations.

Criterion

PTA 6.4.1 Promotes the benefits and value of their professional group.



Key Indicator

Students promote the value of their professional group.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of their profession within the health system.
- Advocate for the role of their profession.
- Demonstrate an understanding of the distinctive roles and responsibilities of the physiotherapist assistant.

PTA 6.4.2 Assists clients in making life changes in support of their health goals as determined by the supervising physiotherapist.



Key Indicator

Students help clients make life changes towards health goals.

Explanatory Notes

The program prepares the students to:

- Work collaboratively to ensure the health needs of individual clients are met.
- Encourage the client to express individual needs and helps the supervising physiotherapist and team to ensure that needs are addressed.
- Considers factors such as client's behavior, motivation, etc. when assisting clients to make life changes in support of health goals.

PTA **Considers the impact of the determinants of health on the well-being of clients served.**

6.4.3



Key Indicator

Students understand how determinants of health impact the well-being of clients.

Explanatory Notes

The program prepares the students to:

- Consider the impact of the determinants of health when assisting clients, families and communities to support health goals.

Role PTA 6.5 Reflective Practitioner

The program prepares students to incorporate critique, reflection, and quality improvement in their everyday practice and through lifelong learning.

Criterion

PTA 6.5.1 Recognizes the need for professional development through reflective practices and self-directed life-long learning.



Key Indicator

Students use reflective practices and self-directed life-long learning.

Explanatory Notes

The program prepares the students to:

- Maintain and improve knowledge, skills and abilities.
- Demonstrate an understanding of required job competencies through reflective practices and self-directed learning.
- Seek input to establish a plan to address learning needs.
- Determine resources to meet learning needs.
- Implement a learning plan.
- Apply learning to practice.

PTA 6.5.2 Modifies service delivery based on personal reflection and external feedback under the supervision of the physiotherapist.



Key Indicator

Students use reflection and feedback to modify service delivery under the supervision of the physiotherapist.

Explanatory Notes

The program prepares the students to:

- Use personal reflection, feedback and guidance from others as required to suggest changes to client service delivery.

PTA Supports the supervising physiotherapist in applying an evidence informed approach in their
6.5.3 services.



Key Indicator

Students support the physiotherapist in providing evidence informed care.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of evidence informed practice.

Role PTA 6.6 Professional Practitioner

The program prepares students to commit to the best interests of clients and society through ethical and legal practice and high personal standards of behavior.

Criterion

PTA 6.6.1 Demonstrates ethical behavior with clients and team members in a variety of situations.



Key Indicator

Students practice ethically.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of the complementary but distinctive roles of physiotherapist assistants and physiotherapists.
- Adhere to standards for accountability to regulated health professionals.
- Demonstrate trust, integrity, accountability, commitment, respect, and compassion.
- Communicate accurate title, credentials and role.
- Comply with professional and employment standards including consent, privacy and confidentiality.
- Comply with policies guiding distribution of resources in the workplace.
- Demonstrate understanding of broad ethical issues within the health system and service delivery.
- Understand and manage potential conflict of interest situations.

PTA 6.6.2 Respects diversity and demonstrates sensitive practice.



Key Indicator

Students respect diversity and actively engage in sensitive practice.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of the impact of diversity on function and performance.
- Demonstrate an understanding of the client's cultural beliefs and values.

PTA Maintains personal and professional boundaries.

6.6.3



Key Indicator

Students maintain personal and professional boundaries.

Explanatory Notes

The program prepares the students to:

- Maintain an effective therapeutic relationship with clients and a working relationship with team members.
- Understand and identify authority/control issues involved in professional relationships with clients and team.

PTA Performs within the limits of personal competence within their own professional scope.

6.6.4



Key Indicator

Students understand their role and competency level and know when to seek help.

Explanatory Notes

The program prepares the students to:

- Recognize the limits of personal competence and professional scope and take responsibility for own behavior and actions.
- Seek appropriate consultation from the supervising physiotherapist and other team members.

Role PTA 6.7 Educated Practitioner in Function and Mobility

The program prepares students to be skilled practitioners in function and mobility, integrating all of their roles for the promotion, improvement, and maintenance of the mobility, health, and well-being of their clients during performance of assigned tasks and within established guidelines and limits⁹. These may include but are not limited to:

- *Education and consultation.*
- *Therapeutic exercise.*
- *Electro-physical agents and mechanical modalities.*
- *Functional activity training.*
- *Cardio-respiratory and neuromotor techniques.*
- *Mobility, including the use of gait aids and devices.*

Criterion

PTA 6.7.1 Safely and efficiently supports the physiotherapist who is the expert in function and mobility.



Key Indicator

Students safely and efficiently support a physiotherapist.

Explanatory Notes

The program prepares the students to:

- Demonstrate an understanding of client-centered practice.
- Demonstrate an understanding of physiotherapy practice.

⁹ National Physiotherapy Advisory Group, 2012. *Essential Competency Profile for Physiotherapist Assistants in Canada*.

The goals of physiotherapy include:

- *Promotion of optimal mobility, physical activity and overall health and wellness*
- *Prevention of disease/injury/disability*
- *Management of acute and chronic conditions and activity limitations and participation restrictions*
- *Improvement and maintenance of optimal functional independence and physical performance. Rehabilitation of disease, injury, or disability with therapeutic exercise programs and other interventions*
- *Education and planning of maintenance and support programs to prevent re-occurrence, re-injury or functional decline.*

PTA 6.7.2 Gathers information and data related to the client's status as assigned by the physiotherapist.



Key Indicator

Students collect and record client data that is shared with the supervising physiotherapist.

Explanatory Notes

The program prepares the students to:

- Complete assigned data gathering using a range of tools to support the physiotherapy evaluation.
- Monitor client responses and status before, during and after performance of assigned measures and tests.
- Report client information to supplement the physiotherapists' assessment/reassessment processes.
- Contribute to the development and revision of intervention activities within the physiotherapy plan.

PTA 6.7.3 Implements the interventions assigned by the physiotherapist.



Key Indicator

Students implement interventions assigned by the physiotherapist.

Explanatory Notes

The program prepares the students to:

- Demonstrate understanding of the client's intervention plan.
- Orient clients to the area in which they will be treated and provide information about relevant service policies.
- Understand the precautions and limitations associated with physiotherapy interventions.
- Safely and efficiently perform the assigned service components of the physiotherapy intervention plan.
- Establish positive therapeutic relationships and facilitate client participation.
- Observe, monitor and report the client's performance.
- Work effectively with individuals, families and groups.
- Respond to change in client status including discontinuing a specific intervention if the client has an adverse reaction or the safety of the client is compromised.

PTA 6.7.4 Demonstrates effective problem solving and judgment related to assigned service components.



Key Indicator

Students demonstrate effective problem solving and judgment related to assigned service components.

Explanatory Notes

The program prepares the students to:

- Apply relevant and current knowledge to the practice area.
- Ensure client and personal safety in the performance of assigned components of service delivery.

PTA 6.7.5 Participates in the learning process for clients, team members, peers, students and any other learners within their service.



Key Indicator

Students teach, and learn from, clients and others on the team.

Explanatory Notes

The program prepares the students to:

- Implement components of educational programs for learners.
- Serve as a resource to other learners.
- Contribute to the process of feedback and evaluation of learners' participation.

GLOSSARY

Accreditation

1. The **state or condition of accreditation** means that a program has met standards of education established by professional authorities.
2. The **process** of accreditation is one of quality assurance through which accredited status is granted to an educational institution or program of study by responsible authorities (Canadian Information Centre for International Credentials, 2003).

A quality review process used by an organization whose authority has been publicly recognized to grant official status to a program of study that has met or exceeded pre-determined standard outcomes (CAOT, 2005).

Adequate

Sufficient for a specific requirement. (Merriam-Webster, 2011)

Client

A person, family, group, community or organization that receives physiotherapy professional services, products or information. A client may also be known as a patient (PEAC, 2010).

Clinical/Fieldwork Education

Clinical/fieldwork education provides students with the opportunity to integrate knowledge and to acquire abilities and professional behaviours through a supervised and experimental learning experience (adapted from Canadian Guidelines for Fieldwork Education in Occupational Therapy (CGFEOT), 2003). (CAOT, 2005).

Competencies

The knowledge, skills and abilities obtained through formal, non-formal, or informal learning; ability to perform occupation-specific tasks and duties (CAOT, 2007).

Curriculum

List of subjects composing a structured training and/or educational program organized into a course, courses or work experiences that develop the knowledge, skills and abilities of learners. The curriculum has an implicit or explicit set of goals and objectives with respect to learning outcomes. This could be a pictorial model or figure identifying concepts and links between concepts (CAOT, 2005).

Distance Learning

A subset of distributed education. In occupational therapist assistant and physiotherapist assistant education programs distance learning is defined as a structured educational process in which students and instructors are separated by geographic distance or time, and which is supported by communications technology such as telephone, email, online delivery or synchronous videoconferencing

Distributed Education

A broad concept that includes both education delivered wholly off-campus and elements of traditional education made available remotely. The distributed education model can be used in combination with traditional classroom-based courses, with traditional distance learning experiences, or it can be used to create wholly virtual classrooms.

Educational Program	Unless otherwise indicated, program refers to the occupational therapist assistant and physiotherapist assistant education program (PEAC, 2010).
Evidence	An official document or information that the program provides to demonstrate its compliance with the evaluative criteria (PEAC, 2010). The documents, actions, or other practical means by which a program of study demonstrates how it has met each standard (CAOT, 2005).
Evidence-informed Practice / Approach	Used interchangeably with evidence-based practice, evidence-informed practice further emphasizes that the best current research evidence is taken into account along with the integration of clinical expertise and client values in the decision-making process (PEAC, 2010).
Faculty	Academic faculty includes those individuals who are appointed to and paid by the college and have at least a .20 appointment in the program. Clinical faculty includes those who provide education in the institutional setting but are not paid employees of the college, although they may receive honoraria or other forms of compensation. Clinical faculty may include, but are not limited to, guest lecturers, instructors of specific course components, or tutors (PEAC, 2010).
Interprofessional Education	Occasions when two or more professions learn with, from, and about each other to improve collaboration and quality of care. ¹⁰
Learning/Student Outcomes	A measured level of performance that demonstrates the degree to which a given competency or set of competencies has been achieved by the learner (PEAC, 2010).
Learning Resources	The supplies and supports such as equipment, materials and space required to promote effective learning.
Program Lead	The individual responsible for the coordinating and directing the administrative and educational activities of the program.
Training Sites	Agencies, institutions, facilities and others who provide supervised learning experiences for students.

¹⁰ <http://www.caipe.org.uk/> (2002)

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